

# REGIS HIGH SCHOOL

DENVER, COLORADO



*Preparatory to Regis College*

CATALOG 1921-1922  
ANNOUNCEMENTS 1922-1923

CORPORATE TITLE:  
**REGIS COLLEGE**  
**DENVER, COLORADO**

(On July 1st, 1921, the corporate name of the institution was changed from the "College of the Sacred Heart" to "Regis College.")

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Regis High School is within the city limits, about four miles northwest of the central loop of the Denver Tramway system. The "Rocky Mountain Lake" car—No. 37—runs to the High School grounds every twenty minutes.

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All communications by mail or telegraph should be addressed:

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**REGIS COLLEGE,**  
*Denver, Colorado.*

*West Fiftieth Avenue and Lowell Boulevard.*

## CALENDAR

1922

Sept. 5	Tuesday	Registration.
Sept. 6	Wednesday	Classes begin at 9:00 A. M.
Sept. 16	Saturday	Solemn Mass of the Holy Ghost, 9:00 A. M. Assembly, 10:00 A. M.
Sept. 19	Tuesday	Reorganization of Societies.
Sept. 20	Wednesday	Reorganization of Junior Sodality.
Sept. 23	Saturday	Reorganization of Senior Sodality.
Sept. 26	Tuesday	Conditioned Examinations.
Nov. 1	Wednesday	Feast of All Saints.
Nov. 17	Friday	Solemn Requiem Mass for Deceased Professors and Students.
Nov. 30	Thursday	Thanksgiving Day.
Dec. 8	Friday	Feast of the Immaculate Conception.
Dec. 18	Monday	Subject of Prize Essay for Hibernian Medal announced.
Dec. 21	Thursday	Christmas Recess begins.

1923

Jan. 3	Wednesday	Classes resumed, 9:00 A. M.
Jan. 22	Monday	Mid-Year Examinations.
Jan. 31	Wednesday	Assembly.
Feb. 1	Thursday	Second Semester begins, Registration.
Feb. 22	Thursday	Washington's Birthday.
Feb. 27	Tuesday	Conditioned Examinations.
Mar. 1	Thursday	First Preliminary Elocution Contest.
Mar. 10	Saturday	Competition for the Hibernian Medal.
Mar. 26	Monday	Students' Annual Retreat begins.
Mar. 29	Thursday	Easter Recess begins.
Apr. 3	Tuesday	Classes resumed, 9:00 A. M.
Apr. 12	Thursday	Second Preliminary Elocution Contest.
Apr. 29	Sunday	President's Day.
May 6	Sunday	Elocution Contest.
May 10	Thursday	Feast of the Ascension.
May 30	Wednesday	Decoration Day.
June 7	Thursday	Final Examinations begin.
June 11	Monday	Commencement Week.

## AFFILIATION

Regis High School is affiliated to:

The North Central Association of Colleges and Secondary Schools  
The Catholic Education Association  
The University of Colorado

This affiliation and recognition mean that credits from Regis High School will be accepted by any accredited College or University in the eighteen Central Western States.

## BOARD OF MANAGERS\*

REV. ROBERT M. KELLEY, S. J.....	President
REV. JOHN G. KROST, S. J.....	Vice-President
REV. WILLIAM J. FITZGERALD, S. J.....	Secretary
REV. FRANCIS X. HOEFKENS, S. J.....	Treasurer
REV. SEBASTIAN A. MAYER, S. J.	

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\*Regis High School is under the management of the Board of Managers of Regis College.

## OFFICERS OF ADMINISTRATION

REV. ROBERT M. KELLEY, S. J.	President
REV. JOHN G. KROST, S. J.	Principal
REV. FRANCIS X. HOEFKENS, S. J.	Treasurer
REV. SEBASTIAN A. MAYER, S. J.	Supt. of Buildings and Grounds
REV. MICHAEL E. GORMAN, S. J.	Chaplain to Senior Students
REV. JOHN M. FLOYD, S. J.	Chaplain to Junior Students
FRANCIS A. BAUTSCH, S. J.	Librarian
IGNATIUS J. DAVLIN, S. J.	
JOHN L. POLSKI, S. J.	
JOSEPH M. McANDREWS, S. J.	
EUGENE P. MURPHY, S. J.	
WILLIAM J. TOOMEY, S. J.	
BERNARD C. ZIMMERMANN, S. J.	
WARREN F. SHOOK.	Secretary
THOMAS J. DANAHEY, M.D.	
D. G. MONAGHAN, M. D.	
JAMES I. LAUGHLIN, D.D.S.	
CLAUDE C. COOPER, M. D.	
M. D. CURRIGAN, M. D.	Consulting Physicians

## FACULTY

REV. ROBERT M. KELLEY, S.J.	President
REV. JOHN G. KROST, S.J.	Principal
FRANCIS A. BAUTSCH, S.J.	Botany, Mathematics, Physiology, Zoology
IGNATIUS J. DAVLIN, S.J.	Civics, English and Elocution, Mathematics
REV. JOHN M. FLOYD, S.J.	Classics, English and Elocution, Religion
REV. MICHAEL E. GORMAN, S.J.	Classics, English and Elocution, Religion
FREDERICK J. LEIBOLD	Music
JOSEPH M. MCANDREWS, S.J.	
	Classics, English and Elocution, Debating, Mathematics
JOSEPH F. MALONEY, A.B.	English and Elocution, History, Mathematics
RAYMOND H. MULLEN, S.J.	Classics, English and Elocution, History
EUGENE P. MURPHY, S.J.	Classics, English and Elocution, French
CHARLES M. PALACIO, S.J.	Classics, History, Spanish
JOHN L. POLSKI, S.J.	Classics, History
FLOYD C. SHAFER	Physical Education
WILLIAM J. TOOMEY, S.J.	Greek
BERNARD C. ZIMMERMANN, S.J.	Chemistry, Mathematics, Physics

## GENERAL INFORMATION

### HISTORY

The foundations of Regis College, to which Regis High School is preparatory, were laid as far back as the pioneer days of 1877 when the Fathers of the Society of Jesus opened the College of the Sacred Heart in Las Vegas, New Mexico. About that time Colorado was beginning to give promise of the amazing development which is so much in evidence to-day. Alive to the big possibilities and to the proportionate need of better educational facilities, the Jesuit Fathers at the invitation of Bishop J. P. Machebeuf of Denver founded a second school for the education of boys at Morrison, Colorado, in 1884. Beautiful as was the location of Morrison College, it soon became evident that Denver was to become the metropolis of the Rocky Mountain region, and accordingly the colleges at Las Vegas and Morrison were merged into a third institution during September, 1888. This third college was located on a tract of land near the northwestern limits of the city of Denver, and for thirty-three years under the name of the College of the Sacred Heart it has been well known as one of the flourishing educational institutions of the West.

The first President of the College of the Sacred Heart was the Reverend Salvator Persone. The College was incorporated on November 27th, 1893. Article I of the Constitution reads: "The name of this Corporation is the 'College of the Sacred Heart, Denver, Colorado.' Its object is to encourage learning, to extend the means of education, and to give permanency and usefulness to the said Institution." On April 19th, 1921, the following amendment to the Articles of Incorporation was adopted:

At a meeting of the Board of Trustees of "College of the Sacred Heart, Denver, Colorado," a corporation organized and existing under and by virtue of the laws of the State of Colorado, duly called and held for that purpose,

On motion it was resolved that Article I of the Articles of Incorporation of said "College of the Sacred Heart, Denver, Colorado," be amended so as to change the name of said corporation from "College of the Sacred Heart, Denver, Colorado," to "RECIS COLLEGE," so that said Article when so amended shall read as follows:

1. The name of the corporation shall be "REGIS COLLEGE," and its location shall be in the City and County of Denver, State of Colorado.

STATE OF COLORADO  
CITY AND COUNTY OF DENVER } ss.

We, the undersigned, Robert M. Kelley, President, and William J. Fitzgerald, Secretary, of College of the Sacred Heart, Denver, Colorado, a corporation organized and existing under and by virtue of the laws of the State of Colorado, and located in the City and County of Denver, State of Colorado, do hereby certify that at a meeting of the Board of Trustees of said corporation specially called for that purpose and held on the 19th day of April, 1921, at 1:30 o'clock P. M., a written resolution changing the name of said corporation from "College of the Sacred Heart, Denver, Colorado," to "REGIS COLLEGE," of which and the whole thereof, the above is the true and correct copy, was adopted by the affirmative vote of at least two-thirds of all the members thereof. That the total number of votes cast in favor of such amendment was five votes, and that the total number of members of said Board of Trustees is and was five.

IN WITNESS WHEREOF, we, the said President and Secretary of said corporation have hereunto subscribed our names and affixed the corporate seal of College of Sacred Heart, Denver, Colorado, this 19th day of April, 1921.

ROBERT M. KELLEY, President.  
WILLIAM J. FITZGERALD, Secretary.

The College is authorized to confer degrees by Section 1 of an Act of March 28, 1889 (Session Laws of 1889, p. 121), which states that: "Any corporation, now or hereafter existing for educational purposes, under the laws of this State, which shall maintain one or more institutions of learning of the grade of a university or college, shall have authority by its directors or board of trustees or by such person or persons as may be designated by its constitution or by-laws, to confer such degrees and grant such diplomas and other marks of distinction as are usually conferred and granted by other universities and colleges of like grade."

## A STANDARD HIGH SCHOOL

Regis High School maintains a standard firm and clear regarding the place and nature of high-school education. The modern, fully up-to-date High School serves a number of distinct purposes. On the one hand, there stands out boldly the significant fact that while only one-tenth of high-school students ever get into college or university or technical school, fully nine-tenths of them go out from the high-school rooms to face the stern problems of life. For the sake of the less favored youths who do not want a continuation of the elementary school as a distinct preparation for a college education, the high school must by all means shake off the grip of the college standards and offer courses of instruction more directly helpful to the occupations its students will follow.

On the other hand, however, stands another fact, no less significant, namely, that the High School is essentially a link in a larger comprehensive educational system destined to provide for the intensest and supremest needs of state and church and college alike. From this point of view, the High School must positively articulate with the College by offering courses of secondary education presupposed for advanced strictly collegiate work or for technical and professional specializaton.

To meet these needs of different students, the High School offers three different standard programs of instruction, each covering a period of four academic years:

The Classical High School Program.

The Latin-English High School Program.

The Scientific High School Program.

The affiliations of Regis High School are given on page four.

## SYSTEM OF EDUCATION

The educational system in use throughout Regis High School is not an experiment, but an organized system, definite in its principles and in its purpose, resting upon a long and wide experience. Substantially it is the same as that employed in the two hundred and twenty-seven high schools, colleges, and universities conducted by the Society of Jesus in nearly all parts of the world.

Psychological in its methods and based upon the very nature of man's mental process, it secures that stability which is so essential to educational thoroughness, while at the same time it is reasonably elastic, so as to make liberal allowances for the widely varying circumstances of time and place; on the one hand conservative in retaining, as far as possible, all that is of unquestionable value in the older learning, it is, on the other hand, sanely progressive inasmuch as it freely adopts and incorporates the best results of more recent experiment and observation. Thoroughly up-to-date, it has not lost its identity and individuality; many of the supposedly new methods of teaching are, as a matter of fact, mere revivals of devices recommended and employed long ago in the Jesuit system.

In the intellectual training of its students Regis High School aims at laying a solid foundation in the elements of knowledge and at opening the mind to a generous share in the culture of life. Holding as a fundamental tenet that different studies have distinct educational values, so that the specific training afforded by one cannot be fully supplied by another, the studies are chosen, prescribed and recommended each for its peculiar educational value and for its place in a complete and nicely adjusted system. Accordingly, some curricula are prescribed, some schedules, embracing well-chosen and co-ordinated studies, are comparatively rigid; yet never to prohibit such variations as may be suggested by the future career of the individual. In other words, the college advocates a wise, deliberate and prudent election by men whose profession is education, not a reckless, labor-shirking choice by improvident youths.

In its moral training, the High School directs its efforts towards building the conscience of its students for the right fulfillment of their civil and religious duties. The avowed purpose of its training is to lay a solid foundation in the whole mind and character of the student, amply sufficient for any superstructure of science and arts and letters, fully adequate, too, for the upbuilding of that moral life, civil and religious, which must ever be rated the highest and truest honor of worthy manhood.

Our own Daniel Webster was but enunciating a truth which through all the Christian centuries had been honored in practice as an axiom among educational principles, when he declared:

"It is mockery and an insult to common-sense to maintain that a school for the instruction of youth, from which Christian instruction by Christian teachers is sedulously and religiously shut out, is not deistic and infidel in its tendency."

Nor does Regis High School share the delusion of those who seem to imagine that education, understood as the mere enriching and stimulating of the intellectual faculties, has of itself a morally elevating influence in human life. The truth is: knowledge and intellectual development of themselves have no moral efficacy whatever; science as such has never made even one true man; the best chemist or engineer, the most eminent astronomer or biologist may be infinitely far from being a good Man.

The educator, therefore, who would not disgrace his name, must develop side by side the moral and the intellectual faculties of the student; he must, as far as in him lies, send forth into the world men of sound judgment, of acute and rounded intellect, to be sure—but still more men trained to a deep and abiding sense of duty and responsibility, men measuring fully up to the correctest idea of noble manliness. Now, such morality—in fact, any morality without religion—is but a myth. Religion alone can purify the heart and guide and strengthen the will. Religion alone can furnish the solid basis upon which high ideals of business integrity and of moral cleanliness will be built up and conserved. Religious truth, then, must be the very atmosphere that the student breathes; Christianity must suffuse with its light all that he reads, illuminating what is noble and exposing what is base, giving to the true and to the false their relative light and shade; the divine truths and principles of consistent Christianity must needs be the vital force animating the whole organic structure of education. Accordingly, the study of religion is prescribed for all Catholic students of every division; consistently, too, these are urged and expected to comply with their religious duties regularly and conscientiously. Non-Catholic students are admitted to the courses, but no effort is made to obtrude Catholic doctrines on them. Discipline, however, requires that they be present with due reverence at all public religious services.

Although the physical well-being and training of the students is only of secondary importance in educational systems, inasmuch as it must be subordinated to mental and moral development and health and vigor, the High School authorities have never overlooked its relative place and value.

## LOCATION AND EQUIPMENT

Situated in the suburbs of the beautiful and flourishing City of Denver, Regis High School enjoys the advantages while it is free from the smoke and noxious vapors of the city. Commanding an uninterrupted view of more than two hundred miles of the majestic Rocky Mountains to the west, its very location at an altitude of a full mile above sea-level affords the student the exceptional benefits of the world-famed climate of Colorado.

In the Science department the laboratories are fitted out with an exceptionally complete equipment for experimental work. The physics laboratory is generously equipped with instruments of standard make for carrying out experiments in mechanics, heat, light, sound, electricity and magnetism. Besides high-power microscopes and the ordinary apparatus for routine work in Botany and Zoology, the Biology laboratory is fully equipped for sectioning and staining, and for microphotography.

Throughout the institution itself sanitary provisions are of the best. Halls, corridors, dormitories and private rooms, all are spacious, well-lighted and well-ventilated.

In the course of the Summer of 1922 an addition forty by seventy feet, with four floors, will be built to the east wing of the present main building. This addition will house a modern refrigerating plant, an enlarged sanitary kitchen, larger dining rooms for faculty and students, as well as additional private rooms for students.

Furthermore, Regis High School provides its students with ample facilities for athletic exercises. Besides indoor track, basketball court and handball alleys in the gymnasium, the High School possesses one of the finest parks in the State for baseball, football and field work. The grounds at the disposition of the students are so extensive that three or four games of baseball, besides the same number of tennis games, may be played at one and the same time.

Finally, all reasonable care is exercised that neither the studies nor the health of students suffer any detriment.

The department of athletics is in charge of a competent and experienced coach. A member of the faculty exercises supervision over this department of school activities.

## DISCIPLINE

Since the educational system employed by Regis High School includes as one of its prominent features the development of the moral faculties, special attention is given to the training and formation of character. For this reason, a closer supervision is exercised over the students than is usual at the present day in most of the larger schools—as close, in fact, as any dutiful parent could reasonably expect; yet the manner of doing this is such as to exclude every harsh feature. The authorities take a paternal interest in each student; the teachers live with the students, mingle with them constantly, interest themselves in their sports, encourage and direct them in their studies, and in every way assume the relation rather of friend than taskmaster. This constant, familiar, personal communication on kindly terms between teacher and student is a powerful means for the formation and uplifting of character.

Consistently with the avowed purposes of the High School, the enforcement of rule and discipline, while mild and considerate, is unflinchingly firm, especially where there is question of the good of the student body or of the reputation of the School. The authorities will not consider any applicant who does not present besides approved credentials as to previous studies, also satisfactory testimonials as to his personal good morals and a certificate of honorable withdrawal from the school last attended. The registration of a student is deemed a recognition and acceptance on his part and on the part of his parents or guardian, of the duty of compliance with all the rules and regulations of the High School. The authorities reserve to themselves the right to suspend or dismiss any student whose conduct or influence is unwholesome, or who is not amenable to advice and direction; such student may be removed from the High School although no formal charge be made against him.

Besides the teachers and authorities of the High School, to whom the student may have recourse in the difficulties which may beset him, a priest is set aside whose one duty is to act as counselor to any and all the students in whatever concerns their welfare, but above all in what concerns their conscience and the formation of character. There are many things which arise in the life of a boy or young man at High School in which he needs the advice of one who is experienced, and is at the same time ready to give a father's interest to the student. This need is supplied by the Chaplain.

## CO-OPERATION

All the efforts of teachers are doomed to failure unless they are seconded by parents and guardians. The latter are therefore urged to insist upon constant and diligent home study every night in the school year. Boarding students at Regis High School are given three full hours of obligatory and supervised study each day. Hence it would be unreasonable to expect a boy who lives at home to succeed in mastering the same difficulties, unless earnest home study become his habitual evening occupation.

Students who have been absent and those who are unusually late in leaving home in the morning, should bring with them a statement signed by a parent, in which the exact length of the absence, and the reason for it, or the cause of the tardiness is explained. Failure to comply with this regulation will at times make it necessary to send the boy home for the excuse.

No student will be allowed to answer telephone calls unless the authorities of the High School have been informed who wishes to speak to him. Except for truly grave reasons students will not be allowed to make or answer telephone calls during class-periods or study-time. Persons wishing to call students by telephone are requested to give the students' telephone number, which can be found in the current telephone directory.

Visits may be paid to resident students on Sunday and on Wednesday and Saturday afternoons. Visits should not be paid on full class days, especially during class and study hours.

Visitors who are not known to the High School authorities must come with a letter of introduction from parent or guardian of the student upon whom they are calling.

The Regis High School authorities reserve to themselves the discretionary power of supervising correspondence of students. It is taken for granted that this provision meets with the wishes of parents.

## EXPENSES

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### GENERAL

Tuition, Entertainment and Athletic Fees.....	\$100.00
Board, Lodging, Laundry, Library and Ordinary Medicines....	375.00

The above are fixed charges for every student. They are payable in advance in quarterly installments as follows:

For Day Students: \$30.00 on the opening of school in September; \$20.00 on November 15; \$30.00 on February 1; \$20.00 on April 15.

For Boarders: \$125.00 on the opening of school in September; \$112.50 on November 15; \$125.00 on February 1; \$112.50 on April 15.

### SPECIALS

#### Laboratory Fees:

Biology .....	\$15.00
Chemistry .....	15.00
Physics .....	10.00
Botany .....	5.00
Physiology .....	5.00
Breakage Deposit (returnable) in Chemistry and Physics....	5.00
Music: Piano, Brass, Reed or String Instruments, 32 lessons....	50.00
Use of instruments.....	20.00
Conditioned Examination on the regular day assigned for each branch .....	1.00
Conditioned Examination on days other than those assigned for each branch.....	2.00
Detailed Certificate of Scholarship.....	1.00
Certificate of Graduation from High School.....	5.00
Private Rooms (reserved to students of the upper classes) \$40.00 to 80.00	

Rental for rooms is payable in advance, and a deposit of \$10.00 is required at the time of engaging the room. This deposit is not applied to room rent, but is kept to cover any damage, beyond reasonable wear, which may be done to the room or its furnishings while occupied by the student. The balance is returned to the parents at the end of the year.

Any student who does not measure up to the standard in studies, or fails to give satisfaction in conduct, will be deprived of the privilege of a private room.

All books are sold on a strictly cash basis. Each student should at all times be kept supplied with sufficient funds (which may be left on deposit with the Treasurer) to meet such current expenses. The average cost for books amounts to about \$12.00 for the first half of the year and to about \$5.00 for the second half. The student alone will be responsible to parents or guardians for an itemized statement of expenditures.

## REMARKS

No student will be promoted from one class to another, or receive any degree, diploma or statement of credits, until his financial accounts are satisfactorily settled.

No deduction on account of late arrival, either term, will be made for a period of less than one month.

If a student is withdrawn before the end of a quarter, no refund will be made. Should, however, a student leave owing to prolonged illness or be dismissed for any cause, a deduction will be allowed for the remainder of the quarter, beginning with the first of the following month.

Students whose home is in Denver will not be admitted as boarders for less than one semester, or half year. Payment for the semester or half year must be made in advance for such students, nor will any refund be allowed if the student, without a very special reason, becomes a day student before the expiration of the semester.

No expenditure for clothing or for incidental expenses of any student, nor advances for pocket money, will be made by the School unless an equivalent sum is deposited with the Treasurer.

Books, stationery and toilet articles are sold by the School at current prices. The profit from these sales is used entirely for the benefit of the student body.

Express and parcel post packages to the students must be prepaid.

The School will not be responsible for any article of clothing or for books left behind by students when leaving School; much less for the loss of any article while in the keeping of the student.

## NECESSARY ARTICLES ON ENTRANCE

Each student should, on entering, or returning after the Christmas holidays, bring enough clothing to last until the next vacation.

The following outfit should be had by all: At least two suits of clothing, four sets of summer underwear, four sets of winter underwear, six outer shirts, three suits of pajamas, six collars, four neckties, twelve handkerchiefs, six pairs of socks, three pairs of shoes, eight towels, six napkins, brushes, combs, soap and other toilet articles.

To guard against loss in the laundry, the full name of the student should be either firmly sewn or conspicuously stamped with indelible ink on *every* article of clothing.

A complete list of all articles of clothing brought by the student should be handed to the Brother in charge of the clothes before unpacking the trunk.

## THE ACADEMIC YEAR

The High School year, beginning early in September and ending on Commencement Day in the third full week in June, comprises at least thirty-six weeks. It is divided into two terms or semesters; the first semester begins on the day set for the opening of High School in September, the second semester begins on February first.

### CLASS DAYS

Classes are taught every day of the week except Sunday. On Wednesday and Saturday afternoons, however, there is a half holiday, unless the preceding or following day happens to be a full holiday.

### CLASS HOURS

Classes are taught from 9:00 A. M. to 11:50 A. M., and from 1:10 P. M. to 2:50 P. M., with suitable short intervals for recesses.

### ATTENDANCE

All students are expected to register on the day designated in the calendar for registration. Once a student has registered, faithful attendance at all classes is essential to the student's personal progress and to general discipline. Students who often absent themselves from classes, without a good excuse, will be excluded from Regis High School. Parents who frequently withdraw their sons from attendance,

for holidays, errands and the like, must take the full responsibility of their sons' consequent poor progress. Where such absence becomes excessive, parents will be requested to withdraw the student altogether. Students who take up employment which consumes time that should be given to study will be asked to give up their positions or withdraw.

Absences totaling more than 15 per cent. in any class during the semester cancel a student's right to the semester examination in the respective branch.

### VACATIONS

All Holydays of Obligation are also school holidays.

At Christmas-time a recess of about two weeks is granted, which resident students are allowed to spend in their respective homes.

At Easter-time a short recess is granted beginning on Holy Thursday at 9:00 A. M. and ending on the following Tuesday at 9 A. M. (N. B.—During this recess only those students whose parents reside in Denver or nearby towns are allowed to go home.)

Students who do not return at the close of Christmas and Easter vacations on the date set in the calendar must bring a written excuse from their parents or guardians. Failure to present this excuse will mean a forfeiture of privileges accorded to High School students, at the discretion of the Principal, and may lead to the late-comer's permanent dismissal.

The first and third Sundays of each month may be spent at home by those city students whose Diligence and Deportment are satisfactory. On the same conditions out-of-town students are permitted to go in to Denver on the two "home-going" Sundays of each month.

Other holidays are noted on the calendar-page of this bulletin.

## EXAMINATIONS

Examinations in all subjects are held at the close of each semester. Partial examinations and written recitations are held from time to time during the semester, with or without previous notice to the students, at the discretion of the teacher. The result of a semester examination, combined with the student's class work (each to count one-half) will determine his grade for the semester.

A condition (E) due to failure in a semester examination may be removed by a supplementary examination, upon recommendation of the department concerned, with the approval of the Principal. The supplementary examinations are held during the first month of the succeeding semester. They may be taken only on the days specified.

A conditioned student who desires such examination must notify the department concerned one week in advance so that examination questions may be prepared. He must also notify the Principal on or before the same day so that arrangements may be made for the examination. For each subject, a fee is charged, payable in advance at the Treasurer's office. Removal of conditions by examination shall not entitle the student to a grade higher than D.

A student may take only one examination to remove a condition. If he fails to pass the subject, in both the regular and supplementary examinations, he must repeat the entire subject in class.

Conditions may be incurred: (a) by a failure to satisfy the requirements of any course, which requirements include the recitations, tests and other assigned work as well as the examinations; (b) by exclusion from an examination because of excessive class-room absences; and (c) by absence, due to any cause, on a day appointed for examination, provided the work done during the semester is below passing.

Conditioned students absent from the regular supplementary examinations must present an excuse satisfactory to the Principal or receive a grade of F for the course.

Students who are obliged to repeat a subject because of failure in the final examinations, and who fail in that subject a second time, will not be allowed to continue at Regis High School unless the failure has been made good by summer school work and an examination, with passing grade, taken before the opening of school in September.

Students whose examinations result in a total of two failures and one condition, or one failure and two conditions, will be refused admission the following semester, subject to the discretion of the Principal.

## REPORTS

Reports of general scholarship, examinations, attendance and conduct are sent to parents or guardians at least once a month, and special reports of individual students will be furnished at any time upon reasonable request. Parents are requested to inspect the reports carefully, to sign them and return them promptly to the *Principal*. Low marks should be investigated without delay, and when the report card is not received for any month, the Principal should be informed at once.

## QUALITY OF WORK

### GRADES

A student's grade of scholarship in each of his subjects is determined by the combined results of examinations and class work.

#### ABOVE PASSING

- A 93—100, Excellent
- B 85— 92, Good
- C 77— 84, Fair
- D 70— 76, Passed

#### BELOW PASSING

- E 60—69, Conditioned
- F 0—59, Failed
- I—Incomplete\*
- X—Absent

Any student who desires to remove an Incomplete must arrange with the Principal for this purpose. A fee of \$2.00, paid in advance, will be charged for the examination required in removing an Incomplete, if the examination must be taken on any other than on the day designated for conditioned examinations or monthly tests.

## CLASS HONORS

First honors are conferred upon those whose combined class marks and examination averages do not fall below 90 per cent.; second honors for a final average of not less than 85 per cent.

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\*A student may be reported Incomplete, if some small portion of his work remains unfinished, providing his standing in the course has been of grade C or higher. To secure credit, this work must be completed within one month after the beginning of the following semester; otherwise the course will be recorded as of grade E.

## TRANSCRIPT OF RECORDS

Students wishing transcript of records in order to transfer from this High School to another or for other purposes, should make early and seasonable application for the same. No such statements will be made out during the busy periods of examination and registration, September 1st to 15th, January 15th to February 1st and June 15th to July 1st.

## CLASS ADVISERS

The English teacher in each year of High School is to be looked upon as Class Adviser of students attending his class, unless for special reasons other arrangements are made by the Principal. The student's general progress is the Class Adviser's special concern. Plans for courses, change of courses and other matters of moment affecting each student should be put before the respective Class Adviser by the student in question or by his parents, guardians or other teachers, before the matter is referred to the Principal. The latter is general director of all Class Advisers.

## SCHOLARSHIPS

Each year numerous applications are received regarding deserving boys who have not sufficient means to pay the usual fees, but who are eager to obtain the advantages of a thorough Catholic education. The financial condition of the school makes it impossible to admit boys free, and positions at the High School whereby a student may earn part of his school expense are limited. Hence an appeal must be made to the numerous and generous friends of Catholic education to provide what are known as scholarships. It is hoped that a number of scholarships of the following kinds will be established soon:

1. PERPETUAL SCHOLARSHIPS FOR BOARDING STUDENTS.  
The gift of seven thousand dollars enables the High School to take care of a boarding student in perpetuity.
2. PERPETUAL SCHOLARSHIPS FOR DAY STUDENTS.  
The gift of fifteen hundred dollars will provide for a day student during the existence of the High School.
3. ANNUAL SCHOLARSHIPS FOR BOARDING STUDENTS.  
The gift of four hundred and fifty dollars will found an annual scholarship for a boarding student.
4. ANNUAL SCHOLARSHIPS FOR DAY STUDENTS.  
The gift of ninety dollars will provide an annual scholarship for a day student.

Any contribution, however small, to the purpose of scholarships, is acceptable. When the fractional contributions amount to the sum required it will enable the faculty to announce other scholarships.

To date the following scholarships have been founded:

The Schussler Scholarship for boarding students, founded by Rev. James Schussler, S.J.

The Sacred Heart Scholarship and the St. Joseph Scholarship, for day students, founded anonymously.

## SCHOLARSHIP REQUIREMENTS

1. A general average of 85 per cent. in a semester examination must be maintained by the holder of a scholarship.
2. The scholarship covers board and tuition only, and does not excuse from fees listed above.
3. Privileges of a scholarship may be withdrawn at any time by reason of unworthy conduct.

## FOUNDED MEDALS AND PRIZES

Another method of assisting both faculty and students is the foundation of medals and other prizes. The gift of three hundred dollars will found a medal in perpetuity and the founder's name will be perpetuated in the annual catalogs. It is hardly possible to conceive a more effectual way of perpetuating the memory of a benefactor than this foundation of medals and prizes. The name of the benefactor will be annually recalled as long as the School survives.

## FORM OF BEQUEST

"I give, devise and bequest to REGIS COLLEGE, Denver, Colorado, the sum of.....Dollars, for the uses and purposes of said institution."

## PRIZES

**THE ALUMNI MEDAL.** For the highest general average in combined branches of fourth-year High School. Donated by the Alumni Association.

**THE CONNOR MEDAL.** For excellence in Elocution. Founded by Mrs. M. J. Lamb, Chicago, Ill.

**THE HIBERNIAN MEDAL.** For the best Essay on Irish History. Donated by the Ancient Order of Hibernians, Denver, Colo.

**THE NICHOLS MEDAL.** For excellence in Elocution. Founded by the late J. Hervey Nichols, Denver, Colo.

Besides the first named, gold medals are offered the leaders in each division of the High School classes. In order, however, to qualify for these, a student must follow the regular Classical Course and must maintain a general average of not less than 90 per cent.

## STUDENT ORGANIZATIONS

### FOREWORD

It is hardly open to dispute that a necessary part of High School life is to arouse in the hearts of students a desire for active participation in the Lay Apostolate, no less than to gradually introduce them into the intellectual and social world to which their education rightfully entitles them. To this end the High School authorities have instituted and fostered amongst others the following societies:

1. **THE SODALITIES OF THE IMMACULATE CONCEPTION**, for the promotion of more than an ordinary degree of Christian zeal and piety. Under the patronage of the Virgin Mother of God, the members of the Sodality strive in imitation of her to render themselves more and more worthy of her intercession and the protection of her Divine Son, as well as more Christlike by the promotion of all the spiritual and corporal works of mercy. These latter especially, fostered as they are throughout the school year, cannot but result in a spirit of active charity, of benefit to their Pastors and to all with whom they come in contact.

2. **THE APOSTLESHIP OF PRAYER, LEAGUE OF THE SACRED HEART.** This organization seeks to procure a happy means of fulfilling the command of God, "Pray always," by giving to even ordinary daily actions the efficacy of prayer. The members hope by this means to further the designs of Jesus Christ, and they league themselves with Him to procure the spread of the grace of salvation to all men.

3. **THE ST. JOHN BERCHMANS SANCTUARY SOCIETY.** The object of this society is to contribute to the beauty and the solemnity of divine worship by an accurate observance of the liturgic rites and ceremonies, and to afford students the privilege of serving at the altar.

4. **THE ACADEMIC LITERARY AND DEBATING SOCIETY** aims at the cultivation of a facility in the expression of logical argument. Every two weeks a semi-public debate is held—the subject and contestants being announced by the Director in advance. After the assembled members have balloted on the merits of the arguments, the question is thrown open to the house. Herein the timid speaker finds his opportunity, and many a promising orator has been developed thereby. Students of the third and fourth years of High School are members of this society.

5. THE REGIS DRAMATIC SOCIETY aims at a twofold object—the entertainment of the student body and faculty by the frequent presentation of refined short plays and the practical training of its members in dramatic expression.

6. THE GLEE CLUB, to which all students with the proper qualifications are eligible. About two hours a week are devoted to practice—to vocal culture, the study of theory and correct interpretation. Frequent public and semi-public entertainments give the members ample opportunity to manifest their ability and improvement.

7. THE ORCHESTRA affords all those capable an opportunity of “ensemble” playing. The work of the Orchestra is sufficiently heavy, since they are called upon to display their wares at practically every social gathering and academic function of the school.

8. THE CHOIR, composed of the more capable members of the Glee Club. They are expected to do their part toward making all chapel exercises devoutly agreeable. The members meet twice a week for the rehearsal of Masses and Hymns appropriate for the sacred ceremonies.

9. THE ALUMNI ASSOCIATION, to which any former student at present in good moral standing is eligible. The active membership numbers one thousand, and with their main reason for existence before them as a motive power, they hope to be able to claim a large share of the labor of building a greater Regis College. The officers of the Association at present are:

Harry L. Luckenbach, President.  
Earl Frazier, Vice-President.  
Joseph A. Ryan, Secretar-Treasurer.

10. “THE BROWN AND GOLD” is a sixteen-page monthly publication of the entire Regis student body. Inasmuch as its staff includes High School students as well as Collegians, the paper is a member of the Colorado Division of the Central Interscholastic Press Association. The paper not only serves to chronicle current student activities, but serves as an alumni organ as well. A distinctive feature of “The Brown and Gold” is its pictorial section, four pages of each issue being devoted to pictures of the College, Denver and its environs.

## REQUIREMENTS FOR ADMISSION

All applicants for admission must give satisfactory evidence of good moral character.

Candidates for admission to the first year of the High School must present evidence of the required preparation. Applicants are admitted on presentation of certificates that they have completed a standard elementary school course of eight grades. Applicants who are unable to present such certificates, or the equivalent, must pass satisfactory examinations in the following subjects:

**ENGLISH**—1. Grammar—Parts of speech; cases; tenses; voice, active and passive; classification of sentences; parsing; analysis of complex sentences.

2. Composition—A short letter or narrative to test the candidate's ability to write grammatical English.

**ARITHMETIC**—Fractions, common and decimal; denominate numbers; measurements; percentage, including commissions, stocks and bonds, simple and compound interest; discount; ratio and proportion; square and cube roots.

**HISTORY**—Principal epochs and events in the history of the United States; some knowledge of the chief factors in these events; causes and results of great movements and wars.

**GEOGRAPHY**—Division of the world into continents; political division of the continent; form of government of each country, its chief cities, its great rivers and products, etc.

Candidates for advanced standing will be accepted from approved high schools and academies. Applicants must furnish a certificate of work for which credit is sought, signed by the Principal or head of the school in which the studies have been pursued. This transcript of record must be mailed directly from the officials of the school issuing it to the Principal at Regis High School. No applicant will be accepted until a satisfactory statement of work done in the last school attended and of an honorable dismissal from that school has been received.

**N. B.**—Admission on school certificates is in all cases provisional. If after admission to the High School a student fails in any subject for which certificate was accepted, his credit for that subject is cancelled.

## STUDIES PRESCRIBED FOR REGULAR STANDING

The High School does not prescribe branches beyond the minimum entrance requirements for contemplated collegiate courses. Accordingly, the study of the ancient classics is not rigidly exacted of all. Nevertheless, it is strongly urged upon all prospective technical and professional students without exception. All high-class schools of law and medicine decidedly favor the study of the classics; technical schools, too, unhesitatingly express the same preference. And, indeed, there is no good reason whatever why the mechanic and tradesman and salesman should not put into his life of toil a degree of that special breadth of view which is so spontaneously acquired through an acquaintance with the classics, the world's rich treasures of ancient thought and feeling.

Not unfrequently disappointment arises in after years, when the student finds himself debarred from entering upon the career of his choice because of his inability to meet the preliminary educational requirements set down for that career. To remove all danger of such humiliations for student and school alike, the Principal and teachers will give every possible assistance and direction in regard to the choice of the student's program of studies—and the Principal will not allow students to enter definitely upon any program other than the classical until he has received from the parents or guardian a written statement approving the choice and relieving the school of all responsibility.

## I. CLASSICAL CURRICULUM\*

### FIRST SEMESTER

FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
English I.....	5	English II.....	5	English III.....	5	English IV.....	5
Latin I.....	5	Latin II.....	5	Latin III.....	5	Latin IV.....	5
Algebra I.....	5	Geometry I.....	5	Greek I.....	5	Greek II.....	5
History I.....	5	History II.....	5	Algebra II }.....	5	Physics .....	6
				Or Chemistry }.....	6		
				Or History III }.....	5		

### SECOND SEMESTER

FIRST YEAR		SECOND YEAR		THIRD YEAR		FOURTH YEAR	
English I.....	5	English II.....	5	English III.....	5	English IV.....	5
Latin I.....	5	Latin II.....	5	Latin III.....	5	Latin IV.....	5
Algebra I.....	5	Geometry I.....	5	Greek I.....	5	Greek II.....	5
History I.....	5	History II.....	5	Geometry II }.....	5	Physics .....	6
				Or Chemistry }.....	6		
				Or Civics }.....	5		

\*The completion of this Curriculum admits the student to the Bachelor of Arts Curriculum in Regis College.

II. LATIN-ENGLISH CURRICULUM  
FIRST SEMESTER

FIRST YEAR	SECOND YEAR	THIRD YEAR		FOURTH YEAR
		5 English II.....	5 English III.....	
English I.....	5 English II.....	5 English III.....	5 English IV.....	5 English IV.....
Latin I.....	5 Latin II.....	5 Latin III.....	5 Latin IV.....	5 Latin IV.....
Algebra I.....	5 Geometry I.....	5 Spanish I {	5 Spanish II {	5 Spanish II {
History I.....	5 History II.....	5 Or French I {	5 Or French II {	5 Or French II {
		5 Algebra II {	5 Physics .....	5 Physics .....
		5 Or History III {	6	6
		5 Or Chemistry .....		

  

SECOND SEMESTER				
English I.....	5 English II.....	5 English III.....	5 English IV.....	5 English IV.....
Latin I.....	5 Latin II.....	5 Latin III.....	5 Latin IV.....	5 Latin IV.....
Algebra I.....	5 Geometry I.....	5 Spanish I {	5 Spanish II {	5 Spanish II {
History I.....	5 History II.....	5 Or French I {	5 Or French II {	5 Or French II {
		5 Geometry II {	5 Physics .....	5 Physics .....
		5 Or Civics .....	6	6
		5 Or Chemistry .....		

III. SCIENTIFIC CURRICULUM\*  
FIRST SEMESTER

FIRST YEAR	SECOND YEAR		THIRD YEAR	FOURTH YEAR
	5 English II.....	5 English III.....		
English I.....	5 English II.....	5 English III.....	5 English IV.....	5 English IV.....
Algebra I.....	5 Geometry I.....	5 Algebra II.....	5 Spanish II or	5 Spanish II or
History I.....	5 History II.....	5 Spanish I or	5 French II or	5 French II or
Physiology or or	5 Physiology or Botany	5 French I or 5 German I	5 German II	5 German II
Botany		5 Chemistry	5 History III.....	5 History III.....
		6 Physics	6 Physics	6 Physics

  

SECOND SEMESTER				
English I.....	5 English II.....	5 English III.....	5 English IV.....	5 English IV.....
Algebra I.....	5 Geometry I.....	5 Geometry II.....	5 Spanish II or	5 Spanish II or
History I.....	5 History II.....	5 Spanish I or	5 French II or	5 French II or
Physiology or or	5 Physiology or Botany	5 French I or 5 German I	5 German II	5 German II
Botany		5 Chemistry	5 Civics	5 Civics
		6 Physics	6 Physics	6 Physics

\*The completion of this Curriculum admits the student to the Bachelor of Science Curriculum in Regis College.

## DEPARTMENTS OF HIGH SCHOOL INSTRUCTION

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Unless otherwise specifically indicated below, all branches are taught five periods each week, for two semesters. Each period covers fifty minutes of actual teaching. Double periods are given for laboratory work.

### BOTANY

A course of lectures and recitations, supplemented by laboratory and field work, on the structure, development and functions of root, stem, leaf, flower and fruit; classification of the vegetable kingdom; natural groups of plants; conditions of growth and dispersal; time of flowering and fruits, etc. Special attention is given to the flora of the State of Colorado.

Lectures and recitations, four periods a week; laboratory work, one double period a week, for one or two semesters.

Text: Bergen's Elementary Botany (Rocky Mountain Flora).

### CHEMISTRY

This course is intended to acquaint the student with the fundamental principles of the science, to meet the demands of a liberal education and to prepare him for more advanced work in College.

The course includes lectures, recitations, demonstrations and problems combined with laboratory work. The following matter is included: Study of important elements and their compounds. Atomic Theory; Chemical Equations and Calculations. Percentage Composition; Solutions; Acids, Bases, Salts; Neutralization; Electrolytic Dissociation; Electrolysis; Pressure, Temperature and Volume with reference to gases; Valence; Catalysis; Reversible Reactions; Chemical Equilibrium; Periodic Law; Flames and Illuminants; Determination of Molecular and Atomic Weights and Formulas; Metallurgy.

To secure credits for laboratory work a detailed record of all the experiments had in class will be required.

Five periods a week are devoted to the work—three lectures and two double laboratory periods.

Text: McPherson and Henderson's Chemistry and Its Uses. Laboratory Manual by the same authors.

### CHRISTIAN DOCTRINE

RELIGION I—Two periods a week.

(a) De Harbe's Complete Catechism of the Catholic Religion, Part II, On the Commandments.

- (b) Church History, De Harbe. From Adam to the Ascension of Christ.

**RELIGION II**—Two periods a week.

- (a) De Harbe, Part III. On the Means of Grace.
- (b) Church History, De Harbe. From the Ascension of Christ to the Protestant Reformation.

**RELIGION III**—Two periods a week.

First Semester: (a) De Harbe, Faith and Creed. (b) Church History, De Harbe. From the Protestant Reformation to the present day.

Second Semester: (a) De Harbe, Faith and Creed, finished.  
(b) Conway, The Question Box.

**RELIGION IV**—Two periods a week.

Conway, The Question Box.

## DEBATING

The course is open to the students of the Third and Fourth Years. Its object is to develop ease and fluency in public speaking, and to familiarize the members with the details of parliamentary practice. Clear, logical thought on a given subject, the habit of proficiency in the extempore expression of thoughts, together with an apt and forceful delivery, are aimed at throughout the course.

## ELOCUTION

This course is taught one hour a week. A number of times during the term each student is obliged to render carefully prepared selections before the class. Students from the various elocution classes engage in the preliminary contests listed in the calendar and those chosen as most proficient compete in the final contest, held in May, for the Connor and Nichols gold medals.

- I. Vocal culture and gesture drill. Breathing exercises, articulation, pronunciation of vowels and consonants. Exercises in reading and in the rendition of easy selections. Concert drill.
- II. Vocal culture and gesture drill. Power, stress, melody, pitch, enunciation, inflection of words and sentences. Varieties of simple gestures. Calisthenic exercises. Rendition of selections.
- III. Vocal culture and gesture drill. Power, stress, melody, pitch, tone slides and waves. Difficult positions, complex gestures, rendition of more difficult selections.
- IV. Reading and declamation of oratorical selections. Original orations on subjects assigned by the professor. From time to time, debates are had on topics within the mental capacity of the members of the class.

## ENGLISH

In the English Course the general principles of rhetoric are studied, the various modes of composition are practiced to give facility in writing clearly and correctly, and enough literature is read to develop the beginnings of good taste and the first elements of literary culture. It is not the purpose of the High School to teach poetry, fiction, the art of short-story writing, the principles of oratory, the elaborate structure of the essay or the technique of the drama. To do so would be futile, as these subjects are ordinarily beyond the capacity of the high school student. The literature in these forms assigned to the High School is used only to illustrate the matter of the class, to furnish material for oral and written composition, and to enable the instructor to foster in the students a habit of right reading.

The literature assigned to the classes is divided into three sections: (a) *Texts for detailed study*. All of these should be studied in class and be well known, though it may not be necessary or even practicable to read each work entirely during class. Required are: a knowledge of the subject matter and form of each work, with an explanation of the principal allusions; the literary qualities, as far as they illustrate the rhetorical principles of the year; a biographical outline of the authors and an account of their work. (b) *Supplementary reading*. These texts must be read by all, and should be known as the preceding, but without the same detailed accuracy. (c) *Class reading for book reports*. Each student is obliged to make one book report each month.

### ENGLISH I

The work of this year is intended to serve as an introduction to rhetoric, as distinguished from grammar, and such a knowledge of the principles as may help the student in correct, coherent, yet simple expression both oral and written. The composition work is abundant, especially letter writing. In literature the purpose will be to arouse and develop an interest in reading, and to teach the elements of discrimination of worthless books from those worth while. No student will be allowed to pass beyond the First Year who cannot: (a) Spell correctly 85 per cent. of ordinary non-technical words such as are found in any chapter of Irving, Lamb or Stevenson; (b) observe the ordinary conventions of capitalization, punctuation and letter writing; (c) form ordinary sentences and join them coherently.

**RHETORIC.** A review of English grammar; the elements of

rhetoric; diction, sentence structure, paragraphing, figures; letter writing. Ward, Sentence and Theme, Punctuation Leaves.

**COMPOSITION.** Daily exercises in the analysis and structure of sentences and paragraphs. Weekly themes in simple narration and description. Frequent writing of telegrams and of social and business notes and letters.

**LITERATURE.** (a) Texts for detailed study: Dickens, Christmas Stories; Longfellow, Selected Poems; Irving, Sketch Book; Hawthorne, Twice-Told Tales. (b) Supplementary reading; Cooper, The Last of the Mohicans; Stevenson, Treasure Island; Poe, Poems and Tales. (c) Reading for book reports: Group 1\*.

## ENGLISH II

In this class a beginning is made in the modes of composition. The repetition of punctuation, diction, the rhetorical sentence and sentence variation and figures is continued throughout the year in conjunction with the regular work. The paragraph is more fully explained and repeated in the narrative paragraph during the first semester, and in the descriptive and narrative paragraph during the second semester. The student at the end of the Second Year is expected to be certain of the coherence of his sentences and of their proper transition. He should, moreover, be able to group his sentences about a common topic in the paragraph. The chief guide to his higher graduation will be his ability to paragraph in his compositions and to understand and interpret simple literary selections.

**RHETORIC.** In the first semester the regular subject is narration in its elements; in the second semester, description in its elements. During the last quarter, exposition (explanation) is begun in connection with description. Brooks' English Composition, Book I, completed.

**COMPOSITION.** Daily exercises in paragraph writing (including brief newspaper paragraphs), with emphasis on the practice in definition in the second semester. Weekly themes in narration, description and exposition, frequently in the form of letters.

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\*See pages 37 and 38.

**LITERATURE.** (a) Texts for detailed study: Scott, Ivanhoe; Whittier, Snowbound, and other poems; Sir Roger de Coverly Papers; Washington, Farewell Address; Webster, Bunker Hill Oration. (b) Supplementary reading: Cooper, The Spy; Scott, The Talisman; Longfellow, Tales of a Wayside Inn. (c) Reading for book reports: Group II\*.

### ENGLISH III

The rhetorical principles are restricted to the simple essay (narrative, biographical, personal, etc.), to simple story, and to the simple forms of argumentation, without a treatment of the essay, short story or oration as art forms. In the treatment of argumentation, emphasis is laid on the proposition, its correct statement and proper study, and on the usual sources of arguments.

**RHETORIC.** Exposition (continued); outlining, planning, summarizing; the chria and forms of the simple essay. Narration (continued); plot, character, delineation; the elements and kinds of the short story. Argumentation; debating. Text-book: White, English Study and English Writing.

**COMPOSITION.** Frequent exercises in paragraph writing, and in making analyses, outlines, synopses. Weekly themes in letters, descriptions of a more elaborate kind, narrations involving simple plots, chrias and essays of a simple kind. Once each semester a paper of at least 1000 words will be required, either a short story or a biographical, critical or scientific essay. In the second semester at least one simple speech or debate will be required.

**LITERATURE.** In the literary study frequent reference, by comparison or otherwise, is made to the texts and readings of the preceding years. The reason for this is chiefly that the students may be able to recall the literature of the course in view of the final College Entrance Examinations. (a) Texts for detailed study: Dickens, David Copperfield; Lowell, Vision of Sir Launfal, and other poems; Lamb, Essays of Elia; Macaulay, Essay on Johnson. (b) Supplementary reading: De Quincey, Flight of a Tartar Tribe; Eliot, Silas Marner; Shakespeare, Julius Caesar. (c) Reading for book reports: Group III\*.

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\*See page 38.

## ENGLISH IV

In this year special attention is given to the reviewing of the literature of the high school course and to the acquirement of as much literary erudition as is possible. Each student should be familiar with the requirements of the Uniform College Entrance Board and with the present entrance requirements and examinations of standard colleges.

**RHETORIC.** Review of the four modes of composition; the didactic essay, its qualities and kinds; the speech, its component parts, the speech for occasion. Prosody and versification; the common verse forms; a brief study of the nature of poetry and its forms.

Textbooks: Brooks' English Composition, Book II; Coppens' Introduction to English Rhetoric; Parsons' Art of Versification.

**COMPOSITION.** Frequent exercises in the paragraph, especially the editorial. In the second half-year daily exercises in verse analysis and composition. Weekly themes in the various forms, especially in letter writing and critical essay. In the second half-year additional credit will be given for metrical composition. Once each half-year a paper of at least 2000 words will be required, either a speech or a short story, or an essay indicative of the student's ability to gather and manage material without special aid.

**LITERATURE.** History of English Literature: From the beginning of English literature to the present. Textbook: Moody, Lovejoy and Boynton, *A First View of English and American Literature*. (a) Texts for detailed study: Garraghan, *Prose Types* in Newman; Newman, *Dream of Gerontius*; Shakespeare, *Merchant of Venice*. (b) Supplementary reading: Pope, *Essay on Criticism*; Tennyson, *Idylls of the King*. (c) Reading for book reports: Group IV\*.

### READING FOR BOOK REPORTS

#### GROUP I

Aldrich, *The Stillwater Tragedy*; Bennett, *Master Skylark* or *Barnaby Lee*; Bouve, *American Heroes and Heroines*; Brown, *Rab and His Friends*; Cooper, *Deerslayer*; Drane, *Uriel*; Egan, *Little People of the Dust*; Farrar, *Eric*; Finn, *Tom Playfair*; Garrold,

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\*See page 39.

The Black Brotherhood; Greene, Pickett's Gap or Handicapped or Lincoln's Conscript; Haaren and Poland, Famous Men of the Middle Ages; Hawthorne, Tanglewood Tales or Mosses From an Old Manse; Kane, For Greater Things; Kipling, Jungle Book; Lamb, Tales From Shakespeare; Leahy, Hiawatha's Black Robe; Loyola, Child of God; Miles, Truce of God; O'Reilly, A. J., Martyrs of the Coliseum; O'Reilly, J. B., Moondyne Joe; Parr, The Little Cardinal; Pyle, Men of Iron or Merry Adventures of Robin Hood or Within the Capes (for comparison with The Gold Bug); Sienkiewicz, Through the Desert; Spalding, The Cave by the Beech Fork; Stoddard, The Wonder Worker of Padua; Wiseman, Fabiola.

## GROUP II

Ayscough, Faustula; Boudreaux, God Our Father; Bullen, Cruise of the Cachalot; Church, Lucius; Copus, As Gold in the Furnace; Creasy, Fifteen Decisive Battles of the World; Dickens, Tale of Two Cities; Drake, The Culprit Fay; Drane, History of the Knights of St. John; Earls, Melchior of Boston; Egan, Disappearance of John Longworthy; Goldie, Life of St. Aloysius; Hearn, Chita; Irving, Astoria or Captain Bonneville's Adventures; Jackson, Ramona; Kelly, Some Great Catholics of Church and State; Knight, Life of Alfred the Great; Longfellow, Evangeline or Miles Standish; Loyola, Soldiers of Christ; Lummis, Spanish Pioneers; Macaulay, Lays of Ancient Rome; Meschler, Life of St. Aloysius; Mulholland, The Wild Birds of Killeevy; Porter, Scottish Chiefs; Scott, Guy Mannering; Smith, F. H., A Day at Laguerre's, or Colonel Carter of Cartersville, or Tom Grogan; Wallace, Ben Hur.

## GROUP III

Arnold, Sohrab and Rustum; Blackmore, Lorna Doone; Boudreaux, The Happiness of Heaven; Burroughs, Winter Sunshine; Carryl, The Lieutenant Governor; Coleridge, The Ancient Mariner; Collins, The Moonstone; Copus, Andros of Ephesus; Crawford, Dr. Cladius; Desmond, Some Mooted Questions of History; Devine, Training of Silas; Dickens, Oliver Twist or Bleak House; Dixon, The Southerner; Faber, Spiritual Conferences or All for Jesus; Goldsmith, The Deserted Village; Hale, The Man Without a Country; Harland, The Cardinal's Snuff-Box or My Lady Paramount; Hawthorne, The House of the Seven Gables; Headley, Napoleon and His Marshals; Herbert, Garcia Moreno; Horgan, Great Catholic Laymen; Keon, Dion and the Sibyls; Lucas, In the Morning of Life; McCarthy, History of Our Own Times; Miles, Christine; Palgrave, Golden Treasury, Book III; Scott, Lady of the

Lake; Sheehan, My New Curate; Sienkiewicz, The Deluge, or Pan Michael, or With Fire and Sword, or The Knights of the Cross; Smith, J. T., The Black Cardinal; Smith, F. H., Felix O'Day or Forty Minutes Late; Stevens, With Kitchener to Khartoum; Stevenson, The Black Arrow, or The Master of Ballantrae, or Fr. Damien.

#### GROUP IV

Arnold, On Translating Homer; Bacon, Essays, selected; Carlyle, Boswell's Life of Johnson or Essay on Burns; Churchill, Richard Carvel, or The Crisis, or The Crossing, or Mr. Crewe's Career, or Coniston; Dixon, Comrades; Faber, Bethlehem; Feeney, How to Get On; Ford, The Honorable Peter Stirling; Grant, Personal Memoirs; Howells, The Rise of Silas Lapham; Johnston, Lewis Rand; Luby, The Vandal; Lucas, At the Parting of the Ways; Lytton, What'll He Do With It? or The Last of the Barons; Macaulay, Essay on Warren Hastings, or Essay on Addison, or Essay on Goldsmith; Maher, The Shepherd of the North; Mitchell, Hugh Wynne; Moore, Melodies; Newman, Callista; O'Meara, Life of Frederic Ozanam; O'Reilly, True Men as We Need Them; Palgrave, Golden Treasury, Book IV; Parsons, Some Lies and Errors in History; Reade, Hard Cash; Sheehan, Glenanaar; Sherman, Memoirs; Smith, F. H., The Fortunes of Oliver Horn or Peter; Stevenson, Dr. Jekyl and Mr. Hyde; Tennyson, Selections; Vaughan, From Earth to Heaven; Webster, Adams and Jefferson.

## FRENCH

### FRENCH I (ELEMENTARY)

Careful drill in pronunciation; elementary grammar with exercises including the principal irregular verbs; frequent practice in the use of more common French idioms; conversational exercises based on selections translated in the class-room; word order, sentence structure, elements of syntax; writing French from dictation; memorizing short poems; Chardenal's French Course; Mariet, La Tache du Petit Pierce; Ventura, Peppino.

### FRENCH II (ELEMENTARY)

Elementary grammar completed; easy variations based on the text read; frequent abstracts, oral and written, of author studied; writing French from dictation; conversation. Chardenal's French Course. Malot, Sans Famille; De Maistre, Les Prisonniers du Caucase; Lamartine, Jeanne d' Arc. De Maistre's La Jeune Siberienne.

### FRENCH III (INTERMEDIATE)

Constant practice in giving French paraphrases; abstracts and reproductions from memory of selected portions of matter read; more difficult parts of syntax emphasized; reading French prose and verse of ordinary difficulty; writing French from dictation; conversation; memorizing poems and dialogues. Halevy, L' Abbe Constantin; Daudet, Le Petit Chose and La Belle-Nivernaise; About, Le Roi des Montagnes; Racine, Athalie.

## GENERAL SCIENCE\*

The Earth and Its Neighbors. The Planet Earth. The Gifts of the Sun to the Earth. The Earth's Crust. Atmosphere of the Earth. Live Part of the Earth. Life of the Earth as Related to Physical Conditions.

The Sea. Coast Lines. Water Sculpture. Ice and Wind Sculptures. High Areas of the Earth. Low Areas of the Earth. Text: Snyder's General Science. Four hours per week, with experiments. One double laboratory period.

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\*This course was not given in 1921-1922.

## GERMAN\*

### GERMAN I (ELEMENTARY)

Bacon's New German Grammar. Careful drill in pronunciation; the memorizing and frequent repetition of easy colloquial sentences; the rudiments of grammar; the article, nouns, adjectives, pronouns, weak verbs, and the more usual strong verbs; the use of the more ordinary prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word order; frequent easy themes; the reading of graduated texts; reproduction of portions of text read; the memorizing of poems and dialogues.

### GERMAN II (ELEMENTARY)

Bacon's New German Grammar. The reading of easy stories and plays; practice in translating themes based on the matter read, and also in off-hand reproduction, oral and written, of the substance of short and easy selected passages, continued drill in the rudiments of grammar, to enable the pupil to use his knowledge with facility in forming, and to state his knowledge correctly in the technical language of grammar; memorizing of poems and dialogues.

Reading: Bacon's *Im Vaterland*.

### GERMAN III (INTERMEDIATE)

Reading of German prose of ordinary difficulty; translation into German of connected passages of simple English, paraphrased from a given text; grammatical questions including syntax and word formation; the translation and explanation of passages from classical literature. Constant practice in giving oral and written paraphrases, abstracts, and reproductions from memory; writing connected German passages from dictation; grammatical drill in the less usual strong verbs; the use of the article, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive).

Readings: Auerbach's *Brigitta*, Eichendorff, *Aus dem Leben eines Taugenichts*.

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\*These courses were not given in 1921-1922.

## GREEK

### GREEK I

Constant drill in the inflectional forms, the use of the accents in reading and writing Greek, and the elementary principles of Greek syntax. Daily exercises, oral and written, are assigned throughout the year in order to enable the student to master once and for all the essentials of etymology and to acquire a working vocabulary preparatory to the reading of Xenophon. Connell's Greek Grammar and First Greek Reader.

### GREEK II

First Semester: Review of the more difficult and unusual inflections; verbs in *mi*, irregular verbs and the syntax of independent sentences. Xenophon's *Anabasis*, Book I. Connell's Greek Prose Composition. Exercises 1 to 27.

Second Semester: Moods in dependent sentences. *Anabasis*, Book II. Gleason's Greek Prose Composition, Exercises 28 to 50.

## HISTORY

### HISTORY I (ANCIENT)

First Semester: Oriental and Greek History; mankind before the Deluge; the Oriental nations (Egypt, Chaldea, the Hebrews and their providential mission, Persia). The Greeks, their land and its prehistoric civilization; historical period of their greatness (Athens and Sparta, Persian and Peloponnesian Wars, social and intellectual conditions); the Graeco-Oriental World (Alexander the Great and his conquests, mingling of the West and East).

Second Semester: Roman History—The Romans, their land and its peoples; legendary history; the Republican Constitution; struggle between the Patricians and Plebeians; conquest of Italy and the Mediterranean World; Roman political and social conditions; struggle between the rich and the poor; rise of the Monarchy; the Empire at its height; foundation, extension and triumph of Christianity; the Teutonic Invasions; the Teutonic Kingdoms; the Papacy and Monasticism; the Papal States; establishment of the Holy Roman Empire; rise of Mohammedanism. Text: Betten's *Ancient World*.

### HISTORY III (MEDIAEVAL AND MODERN)

First Semester: The Carolingian dynasty; the Anglo-Saxon, Danish and Norman dynasties in England; Germany and Italy under the Saxon, Franconian and Hohenstaufen Emperors; France under the Capetians; Feudalism and Knighthood; mediaeval Social Life; the Papacy in harmony and conflict with secular powers (Lay-Investiture); the Crusades and their effects; the Mendicant Orders; the Great Western Schism; the Spanish Crusades; the Hundred Years' War; dynastic conflicts in England; the Inquisition; mediaeval universities and guilds; the Renaissance; inventions; the Portuguese and Spanish discoveries; the reign of Charles V; the "Reformation" in Germany, England and France; England and Ireland; the Turks in Europe; the Age of Philip II and Queen Elizabeth. The Thirty Years' War.

Second Semester: The reign of Louis XIV; the Rise of Prussia and Russia; the War of the Spanish Succession; the War of the Austrian Succession; the French Revolution and the Reign of Napoleon I; the Congress of Vienna; the March of the Revolution through Europe; the unification of Italy and Germany and the end of the Papal States; the Balkan States and the dismemberment of Turkey; social and political changes in England; colonial expansion of European Powers and its consequences; the Far East; International Relations since 1871, The Great War. Text: Betten-Kaufman's Modern World.

### HISTORY III (AMERICAN)

This course embraces one semester's work in American political, social and institutional history, with special reference to the period since 1760.

Text: Muzzey's Political History of the United States.

### CIVICS

This course proceeds from a study of local government and institutions to those of the county, state and nation. The textbook is largely supplemented by the teacher, by collateral reading and reference work and by the discussion in the debating society of questions of civic interest.

Text: Forman's Advanced Civics.

## LATIN

### LATIN I

Inflection of nouns, adjectives and verbs, and the principal case and mode uses of syntax are carefully studied. Accurate memory work and daily drill, both oral and written, are employed to secure familiarity with the Latin forms. A working vocabulary of at least 600 words, selected for the most part with reference to the student's future reading, must be acquired during this year. Bennett's First Year Latin is the textbook used. In the first semester about thirty-five lessons are taken, and in the second semester the book is completed.

### LATIN II

First Semester: Review of inflectional forms, irregular verbs, syntax; Caesar's Gallic War, Book I; study and sight reading, Bennett's New Latin Composition, Part I, Exercise 1 to 15. Bennett's Grammar, syntax involved in the exercises in composition. Second Semester: Caesar, Book II; study and sight reading; Bennett's Composition, Exercises 15 to 27, and corresponding syntax.

### LATIN III

First Semester: Cicero's Orations against Catiline, I and III; selected passages memorized; sight reading. Composition, Bennett, Part II, Exercises 1 to 16; syntax involved in the Exercises. Second Semester: Cicero's On Old Age and selected Letters; Sallust's Catiline; selected passages memorized; sight reading. Composition, Bennett, Part II, Exercises 16 to 30, and corresponding syntax.

### LATIN IV

First Semester: Cicero, Pro Archia and Pro Lege Manilla; Oration against Catiline IV for rapid reading; memorization of assigned passages. Composition, Bennett, Part III; topics of syntax involved in the Exercises.

Second Semester: Vergil, Aeneid, Books I and II; prosody, scansion; sight reading. Composition, Bennett, Part III, completed, and Supplementary Exercises in continued discourse.

## MATHEMATICS

### ALGEBRA I (ELEMENTARY)

First Semester: Symbols, positive and negative numbers, fundamental definitions, equation problems, special products, factors, factoring applied to equations, highest common factor, lowest common multiple.

Second Semester: Fractions, simple and complex problems involving fractions, graphs, simultaneous linear equations, square root, cube root, quadratic surds, quadratic equations, ratio, proportion, general powers and roots, miscellaneous exercises. Hawkes, Luby and Touton, First Course in Algebra.

### ALGEBRA II (INTERMEDIATE)

Review of positive and negative quantities, fundamental operations, special products and factoring, fractions, simple equations, the remainder theorem, graphical representations, simultaneous linear equations, square root, cube root, binomial theorem, exponents, quadratic surds, quadratic equations including theory, graphs and problems, radicals, simultaneous quadratic equations including graphs and problems, ratio, proportion, variation, arithmetic and geometrical series. Hawkes, Luby and Touton, Second Course in Algebra.

### ARITHMETIC (HIGH SCHOOL)

This course is open only to the students of the Third and Fourth years of High School who have completed the first course in Algebra and Plane Geometry. The course covers fractions, decimal fractions, denominate numbers, percentage, profit and loss, trade discount, commission, insurance, interest, discount, partial payments, partnership, stocks and bonds, exchange, powers and roots, logarithms, approximations, progressions. Lectures and recitations five hours per week. Text: Wentworth's High School Arithmetic.

### GEOMETRY I (PLANE)

First Semester: Rectilinear figures, triangles, quadrilaterals, polygons, loci, theorems, original theorems, construction, similar triangle, theorems of inequality. Text: Wentworth-Smith, Books I and II.

Second Semester: Circles, metrical relations, constructions, numerical computation, mensuration of polygons, comparison of areas, constructions, regular polygons, circles, inscription and circumscription, measurements of the circle. Text: Wentworth-Smith, Books III, IV and V.

#### GEOMETRY II (SOLID)

The relations of planes and lines in space; properties and measurement of prisms, pyramids, cylinders and cones; the sphere and spherical triangle; original exercises including loci problems; applications to the mensuration of surfaces and solids. Text: Wentworth-Smith.

## PHYSICS

This course consists of lecture-demonstrations, recitations and laboratory work covering, in a general manner, the fundamental principles of Physics. Four periods a week are given to lectures and recitations and one double period to laboratory work. A minimum of forty quantitative experiments are required for full credits in laboratory work, which is intended to familiarize the student with the standard apparatus and to train him in the methods of making and recording simpler physical measurements. First Semester: The mechanics of solids, liquids and gases, and heat. Second Semester: Sound, light and electricity.

Text: Millikan and Gale's First Course in Physics (revised edition). Laboratory manual: Millikan and Gale.

## PHYSIOLOGY

A course of lectures, recitations and demonstrations concerning the organs of the human body and their functions; the elementary phases of physiological chemistry; sanitation, diet and personal hygiene. In the laboratory, dissections are made of the frog and rabbit and experiments performed on the living organs and tissues to show the characteristics of muscular contraction, nerve irritability, blood pressure, capillary circulation, etc.

Lectures and recitations, four periods a week; laboratory work, two periods a week.

Text: Martin-Fitz High School Physiology.

## SPANISH

### SPANISH I

Etymology to irregular verbs, including, however, the most common irregular verbs, as *haber*, *tener*, *estar*, *ser*, etc., and their idiomatic uses; reflexive verbs; fundamental rules of syntax; drill in pronunciation.

Oral and written translation: frequent exercises based on the rules of syntax and the more common Spanish idioms. Dictation and reproduction of simple prose readings.

De Vitis' Spanish Grammar; Wilkins-Lauria, *Lecturas Faciles*.

### SPANISH II

Irregular verbs; syntax completed; daily composition, oral and written. Reading: Hills-Reinhardt's Spanish Short Stories; Alarcón's *Novelas Cortas Escogidas* and *El Capitan Veneno*; Harrison's Spanish Commercial Reader.

## ZOOLOGY

This course is primarily intended to give the student a knowledge of the general principles of biology as exemplified in the animal kingdom, such as the structure and functions of the cell, cell division, reproduction, regeneration, digestion, etc.

It also is intended to give the true Catholic doctrine as regards many modern biological theories such as evolution, origin of life, the difference between animal and plant life, etc. The above principles and theories are treated in connection with a systematic study of the animal kingdom.

Lectures and recitations, four periods a week; laboratory work, two periods a week.

Text: Davenport, Elements of Zoology.

## ENROLLMENT, 1921-1922

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ALLARD, WILLIAM R.	Colorado
ARMUTH, CHARLES C.	Nebraska
ARNOLD, MARVIN A.	Texas
BANN, GERALD W.	Colorado
BEAGHLER, WILLIAM E.	Colorado
BERGERA, FRANK E.	Utah
BITTER, ARTHUR J.	Missouri
BLANCHARD, EARL J.	Colorado
BOYLE, JEROME T.	Nebraska
BOYLE, LEO P.	Nebraska
BOYLE, WILLIAM E.	Colorado
BRAINARD, EDWARD S.	Colorado
BRANT, GEORGE R. C.	Colorado
BREHM, PAUL J.	Colorado
BRENNAN, MARTIN D.	Colorado
BRIDGES, FRANK J.	Colorado
BROWNE, ROBERT O.	Colorado
BRUNO, JOSEPH A.	Colorado
BRYAN, HUGH S.	Wyoming
CAHILL, JACK T.	Wyoming
CAIN, JOSEPH P.	Colorado
CAMPBELL, HOWARD G.	Idaho
CAMPBELL, JOHN R.	Colorado
CAREY, T. GLEN	Colorado
CARLIN, J. VINCENT	Colorado
CAROLLO, JOHN A.	Idaho
CASEY, WALDO E.	Colorado
CLOCKER, EDWARD G.	Colorado
COFFEY, BAXTER J.	Colorado
COFFEY, STEWART J.	Colorado
COFFIN, RAYMOND F.	Colorado
COLLINS, JAMES D.	Wyoming
COLLINS, JOHN P.	Wyoming
COLLOPY, WILLIAM A.	Nebraska
CONWAY, FRANKLIN L.	Colorado
CORDES, FREDERICK R.	Colorado
CRAMER, MICHAEL A.	Colorado
CULLINAN, MURTAGH P.	Texas
CUNO, ROY G.	Colorado

DALY, WILLIAM F.	Colorado
DANOS, ARCHIE P.	Colorado
DANOS, RANGER J.	Colorado
DEGEN, JOSEPH L.	Colorado
DEERING, THOMAS E.	Colorado
DELEHANTY, EDWARD J.	Colorado
DERMODY, WALTER J.	Colorado
DIETLEIN, PAUL R.	Nebraska
DOLAN, WILLIAM J.	New York
DOLAN, WILLIAM K.	Wyoming
DOMENICO, ALFONSE C.	Colorado
DOMENICO, GEORGE	Colorado
DOMETROVICH, FREDERICK F.	Colorado
DONEHUE, RUPERT H.	Colorado
DONOVAN, LEO J.	Colorado
DOYLE, JAMES N.	Colorado
DOYLE, RAYMOND J.	Colorado
DOYLE, WALTER J.	Colorado
DOYLE, WILLIAM F.	Colorado
DUBBS, RALPH P.	Nebraska
DULMAINE, LOUIS J.	Colorado
DUNLEAVY, LEO A.	Colorado
DUNN, GEORGE H.	Colorado
DUTTON, FRANK J.	Colorado
EARLEY, WILLIAM L.	Colorado
ECKMAN, JACK S.	Colorado
ELIVIAN, ERNEST E.	Colorado
ELLARD, HUGH F.	Washington
ENRIGHT, JOSEPH F.	Colorado
FARRELL, FELIX F.	Colorado
FARRELL, FRANCIS J.	Colorado
FINNERTY, JOHN P.	Colorado
FISHER, WADE F.	Wyoming
FLETCHER, JOHN E.	Colorado
FREEMAN, J. EDWARD.	New Mexico
FREIBERGER, CURTIS J.	Colorado
FRIEND, W. EDWARD.	Colorado
GALLAGHER, EUGENE F.	Colorado
GARRITY, WILLIAM J.	Colorado
GAUFF, WILLIAM G.	Wyoming

GEIGER, EDWARD T.....	Colorado
GENTY, MILTON F.....	Colorado
GIBBONS, MARTIN J.....	Nebraska
GIFFORD, GEOFFREY L.....	Colorado
GOLDEN, MARTIN J.....	Colorado
GORMLEY, JAMES S.....	Colorado
GRIEBLING, EARL J.....	Colorado
GRiffin, FRANCIS C.....	Colorado
GUTIERREZ, BENJAMIN.....	Colorado
HALL, CHARLES H.....	Minnesota
HANNIGAN, CHAUNCEY M.....	Colorado
HARRIS, ISAAC J.....	Nebraska
HART, EDWARD D.....	Colorado
HASKELL, CHARLES A.....	Colorado
HEALY, JOHN J.....	Colorado
HELLEN, HURLEY M.....	Louisiana
HENEREY, RYAN DE G.....	South Carolina
HENRY, WALTER J.....	Colorado
HICKEY, DAVID F.....	Colorado
HILL, FRANCIS J.....	Colorado
HOGAN, J. HAROLD.....	Wyoming
HOLLIS, GORDON F.....	Colorado
HORAN, R. PAUL.....	Colorado
HOUGH, O. LEWIS.....	Colorado
HOWARD, HENRY M.....	Colorado
HURLEY, EDWARD G.....	Colorado
HURLEY, FRANK J.....	Colorado
HYNES, NORBERT J.....	Colorado
IAMONICO, JOSEPH L.....	Colorado
JACQUES, WALTER.....	Colorado
KAIB, F. JOSEPH.....	Colorado
KEATING, JOSEPH D.....	Colorado
KEATING, STEPHEN P.....	Colorado
KEEFE, D. QUENTIN.....	Colorado
KELLY, HAROLD F.....	Colorado
KEMME, CLARENCE H.....	Colorado
KENEHAN, MARTIN J.....	Colorado
KENNEY, EARL J.....	Colorado
KERNs, CHARLES A.....	Colorado

KLUGE, WILLIAM D.	Colorado
KNIGHT, JOHN O'C.	Colorado
KNOPKE, FRANK J.	Colorado
KOPP, CARL J.	Idaho
KUNITOMO, ANTHONY	Colorado
KRAMER, JOSEPH M.	Missouri
LAMPERT, DONALD F.	Colorado
LAMPERT, JOSEPH J.	Colorado
LANE, JOSEPH F.	Colorado
LANGLEY, MORSE J.	Colorado
LARCHE, ALBERT A.	Colorado
LARDNER, JOSEPH P.	Colorado
LAWLOR, THOMAS J.	Colorado
LEFAIVRE, WILLIAM E., JR.	Colorado
LEVAN, FRANCIS J.	Colorado
LIST, BYRON H.	Colorado
LUCKENBACH, ROLF H.	Colorado
LUCERO, FILIBERTO E.	New Mexico
LUCY, ROBERT R.	Colorado
LUCY, SANFORD D.	Colorado
McANDRIES, MILES T.	Colorado
McAULEY, ROBERT F.	Illinois
McCADDON, DAMEN L.	Colorado
McCADDON, GEORGE E.	Colorado
McCARTHY, MERVYN L.	Colorado
McCARTHY, MICHAEL J.	Colorado
McCULLOUGH, JAMES N.	Colorado
McEAHERN, FRANCIS M.	Colorado
McGOWAN, JOHN W.	Kentucky
McNAMARA, THOMAS J.	Colorado
McSHANE, JOHN W.	Colorado
McSWIGAN, JAMES A.	Colorado
MacNAUGHTON, DANIEL J.	Colorado
MADIGAN, THOMAS H.	Colorado
MAHEDY, WILLIAM P.	Wyoming
MALONEY, JOHN W.	Colorado
MALONEY, MICHAEL J.	Colorado
MALONEY, THOMAS J.	Colorado
MAIN, LUNDGREN T.	Colorado
MASTROIANNI, SILVIO	Utah

MAXWELL, J. MURRY.....	Colorado
MECUM, J. WESLEY.....	Colorado
MIHAN, EDWARD J.....	Nebraska
MILLER, FRANK J.....	Colorado
MINSKEY, JED J.....	Colorado
MITCHELL, MARTIN H.....	Colorado
MOEDER, JOHN M.....	Kansas
MOORE, RALPH E.....	Colorado
MORAN, WILLIS T.....	Colorado
MOSCONI, CHARLES L.....	Colorado
MOYNAHAN, SAMUEL L.....	Arizona
MULLINS, JOHN S.....	Colorado
MURPHY, CORNELIUS L.....	Colorado
MURPHY, JOHN K.....	Colorado
MURPHY, ROBERT J.....	Colorado
MURPHY, WILLIAM J.....	Colorado
NADORFF, HENRY A.....	Colorado
NECOCHEA, FRANCIS X.....	Mexico
NESBITT, FRANCIS L.....	Colorado
NEWBY, MAURICE F.....	West Virginia
O'BRIEN, JOHN M.....	Missouri
O'BRIEN, ROBERT E.....	Missouri
O'BYRNE, JOSEPH W.....	Colorado
O'CONNELL, THOMAS A.....	Colorado
O'FARRELL, CORNELIUS F.....	Colorado
OLIVER, HENRY A.....	California
ORTIZ, VICENTE L.....	New Mexico
PALLADINO, FRANK G.....	Colorado
PALRANG, EDWIN J.....	Colorado
PEASE, GEORGE A.....	Colorado
PEERY, DANIEL J.....	Colorado
PELLEGRINO, CHRIS.....	Colorado
PENA, FRANK A.....	Colorado
PETROS, ANDREW P.....	Colorado
PIERCE, WALTER J.....	Wisconsin
PINELLI, LOUIS A.....	Colorado
PURCELL, FRANK A.....	Wyoming
PURCELL, WILLIAM M.....	Colorado

QUINN, EDWARD C.	Colorado
RAY, THOMAS J.	Colorado
REDDIN, JOHN W.	Colorado
REINERT, G. ARTHUR	Colorado
REINERT, WERDEN N.	Colorado
RESCH, FREDERICK X.	Colorado
RICE, HAREN J.	Wyoming
ROESCH, JOSEPH R.	Colorado
ROGERS, JOHN A.	Colorado
ROGERS, THOMAS P.	Colorado
ROLLMAN, LOUIS S.	Colorado
SABINE, DUCEY J.	Colorado
SALLER, HARRY F.	Colorado
SALLER, RAYMOND J.	Colorado
SANDERS, WILLIAM F.	Colorado
SCHMIDT, GEORGE L.	Colorado
SCOTT, O. FRANCIS	Colorado
SCOTT, WILLIAM J.	Colorado
SEEP, ALBERT E.	Colorado
SHAW, CARLOS C.	Colorado
SHELLY, W. RICHARD	Colorado
SIMONES, JOHN J.	Nebraska
SPITZER, SEVERIN G.	Colorado
SPRINGER, GEORGE W.	Colorado
SPRINGER, RALPH F.	Colorado
STANSELL, BARON C.	Wisconsin
STARKE, S. OLIVER	Alabama
STEMMLER, GEORGE M.	Colorado
STEVENS, LEO I.	Colorado
STREITENBERGER, GEORGE F.	Colorado
SULLIVAN, FRANK T.	Colorado
SULLIVAN, JOHN M.	Colorado
TOBIN, FRANCIS E.	Colorado
TOMEY, ANTHONY C.	Colorado
TONER, JOHN F.	Colorado
VASTINE, W. LOUIS	Nebraska
VINTON, DONALD P.	Nebraska
VINTON, WILLARD F.	Nebraska
VITRY, SIDNEY J.	Colorado

WAIT, T. PERRY.....	Colorado
WALSH, JOSEPH J.....	Colorado
WALSH, JOSEPH P.....	Wyoming
WALSH, STEPHEN J.....	Colorado
WEYNA, GEORGE G.....	Colorado
WHEELER, GEORGE J.....	Nebraska
WINTER, HERMAN J.....	Colorado
WINTER, OTTO F.....	Colorado
WOBIDO, WILLIAM J.....	Colorado
WORLAND, HAROLD P.....	Colorado
WREATH, WILLIAM B.....	Colorado
ZALETA, RUPERT C.....	Mexico
ZARLENGO, HENRY E.....	Colorado

## **AWARD OF MEDALS AND PRIZES, 1921-1922**

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### **THE CONNOR MEDAL**

For Excellence in Elocution, Junior Division,  
was won by

**JAMES A. McSWIGAN**

Next in Merit: **JOHN R. CAMPBELL**

Founder of Medal: Mrs. M. J. Lamb, Chicago, Ill.

### **THE HIBERNIAN MEDAL**

For the Best Essay on Irish History  
was won by

**LOUIS J. DULMAINE**

Next in Merit: **WILLIAM G. GAUFF**

Donor of Medal: The Ancient Order of Hibernians, Denver, Colorado

### **THE NICHOLS MEDAL**

For Excellence in Elocution, Senior Division,  
was won by

**GEOFFREY L. GIFFORD**

Next in merit: **JAMES N. McCULLOUGH**

Founder of Medal: Mr. J. Hervey Nichols, Denver, Colorado

### **CLASS MEDALS**

The Gold Medal for the Highest General Average in the  
Fourth Year of High School  
was won by

**W. LOUIS VASTINE**

Next in Merit: **JOHN F. TONER**

Donor of the Medal: The Regis College Alumni Association,  
Denver, Colorado

In the Third Year of High School the Medal  
was won by

**CHARLES A. HASKELL**

Next in Merit: **EDWARD G. CLOCKER**

In the Second Year of High School, Division "A," the Medal  
was won by

**FELIX F. FARRELL**

Next in Merit: **FRANK J. KNOPKE**

In Division "B" of the Same Year the Medal  
was won by

**CHRIS PELLEGRINO**

Next in Merit: **L. IRVING STEVENS**

In the First Year of High School, Division "A," the Medal  
was won by

**JAMES A. McSWIGAN**

Next in Merit: **WILLIAM F. SANDERS**

## HONOR STUDENTS, 1921-1922

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First Honors are merited by those students whose average for the year is not less than 90 per cent. Second Honors, by those whose average does not fall below 85 per cent.

### FIRST HONORS

**W. Louis Vastine**

**Charles A. Haskell**

**Felix F. Farrell**

**Chris Pellegrino**

**L. Irving Stevens**

**Frederick R. Cordes**

**James A. McSwigan**

**William F. Sanders**

### SECOND HONORS

**Frank M. McEahern**

**Thomas P. Rogers**

**William M. Purcell**

**Earl J. Kenney**

**Thomas J. Maloney**

**William J. Dolan**

**T. Perry Wait**

**Leo J. Donovan**

**George F. Streitenberger**

**Edward G. Clocker**

**R. Paul Horan**

**Norbert J. Hynes**

**Michael J. Maloney**

**Francis J. Toner**

**Frank L. Nesbitt**

**Howard G. Campbell**

**Jerome T. Boyle**

**Robert O. Browne**

**Francis J. Hill**

**Francis J. Knopke**

**Mervyn L. McCarthy**

**Joseph A. Bruno**

**Michael A. Cramer**

**Edward J. Delehanty**

**James N. Doyle**

**Donald F. Lampert**

**Morse J. Langley**

**Samuel L. Moynahan**

**Joseph R. Roesch**

**John A. Rogers**

**Louis S. Rollman**

**John W. Reddin**

**Henry E. Zarlengo**

## DIPLOMAS OF GRADUATION FROM REGIS HIGH SCHOOL WERE CONFERRED UPON:

Gerald William Bann	James Nelson McCullough
William Edward Boyle	Edwin Joseph Palrang
James Vincent Carlin	Louis Anthony Pinelli
William Joseph Dolan	William Martin Purcell
Leo John Donovan	Haren Joseph Rice
Walter Joseph Doyle	Thomas James Rogers
Wade Franklin Fisher	Albert Edward Seep
William Edward Friend	Samuel Oliver Starke
Geoffrey Leo Gifford	George Frederick Streitenberger
Charles Henry Hall	John Francis Toner
Earl Joseph Kenney	William Louis Vastine
William Doyle Kluge	Thomas Perry Wait
Thomas Joseph Lawlor	Stephen James Walsh
Thomas James Maloney	George Augustus Wiseman
	Harold Philip Worland

# THIRTY-FOURTH ANNUAL COMMENCEMENT

THURSDAY, JUNE 15, 8:15 P. M.

COLLEGE AUDITORIUM

## PROGRAM

“American Rhapsody”.....*M. Hauser*

VIOLIN SOLO BY W. B. WREATH

Address—“Retrospect and Prospect”

REV. R. M. KELLEY S.J., President of Regis College

“Music on the Waves”.....*Ruon*

GLEE CLUB

Presentation of Candidates for High School Diplomas

REV. JOHN G. KROST, S.J., Principal of the High School

“Little Grey Home in the West”.....*Eardley-Wilmot-Lohr*

LEONARD SWIGERT, TENOR

JAMES MCSWIGAN, GLEN CAREY, FRED CORDES, SOPRANOS

Presentation of Candidates for the Degree of Bachelor of Arts

REV. W. J. FITZGERALD, S.J., Dean of the College

Address to the Graduates.....*Rev. H. L. McMENAMIN, A.B., '97*

“Carry Me Back to Ol’ Virginny”.....*Bland-Hilton*

GLEE CLUB

Awarding of Special Prizes

Awarding of Class Medals

“Juanita” .....

GLEE CLUB

## ACKNOWLEDGMENTS

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The High School, like all private institutions, is dependent on its friends for every necessary aid in prosecuting and developing its work, and it trusts to their generosity and their zeal for the higher things of individual and national life for assistance in bringing desired improvements to a successful issue.

The President and faculty wish to express their thanks for the kindly spirit manifested by those who are active in forwarding the interest of the School. In particular, grateful acknowledgment is made for the following donations

### GENERAL

Towards the Building Fund of the School pledges amounting to \$37,098.00 have been given. Of this amount \$2918.00 has been paid in. One generous Alumnus has promised \$25,000.00, which is available on call.

A bequest of \$1500.00 for Masses was left to the College by the late Father Hugh Cummiskey of Laramie, Wyoming.

A large, handsomely framed photograph of Rear Admiral Benson, donated by J. Leo Stack.

An excellent photograph of His Holiness, Pope Pius XI, donated by The Kaufer Company, Seattle, Washington.

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